

**PREA5300-01 Proclaiming the Bible**  
New Orleans Baptist Theological Seminary  
Division of Pastoral Ministries

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**Spring 2015 \* Tues. & Thurs. \* 8:00-9:20 AM**

**Seminary Mission Statement**

The mission of the New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**Purpose of the Course, Core Value Focus, Curriculum Competencies Addressed**

Course Purpose: To provide for the students quality theological education in the discipline of pastoral ministries.

Core Value Focus: Spiritual Vitality

Curriculum Competencies Addressed: Biblical Exposition

**Course Description**

This is a foundational course which considers the nature of preaching, principles of sermon construction, resources for preaching, methods of sermon preparation and delivery, and problems of the preaching ministry. While students are exposed to a variety of approaches to sermon development, primary emphasis is given to the expositional process which undergirds the preaching event.

**Student Learning Outcomes**

In order to interpret and communicate the Bible accurately, students, by the end of the course, should:

1. Be able to apply their knowledge and comprehension to communicating the Bible accurately through the scope of the preaching ministry including:
  - Concepts of preaching, principles of sermon preparation and organization, resources for sermon development, and critical issues encountered in the preaching ministry.
  - Concepts of pulpit communication, principles of sermon delivery, resources for sermon delivery, media technology and preaching, and problems of sermon communication.
2. Value the following things:
  - The role of the Holy Spirit in sermon planning, development, and delivery.

- The personal spiritual preparation of the preacher.
- The disciplines of sermon planning and development.
- The expositional process in the preaching event.

3. Be able to accomplish the following tasks:

- Prepare an expository sermon.
- Use the expositional process.

## Course Methods

1. Lectures and other methods will be utilized to teach the principles and methodologies of preaching, as well as to present various resources available.
2. Writing assignments will be required to facilitate experiential learning regarding the course content and objectives. Resource persons may be used to share experiences, as time permits.
3. Class and small-group discussions will be used to stimulate personal insights about preaching.
4. Conferences with the instructor are invited in order to promote learning and application of course principles and concepts and may be accomplished via telephone, e-mail, or office visits.

## Required Textbooks

Vines, Jerry and Jim Shaddix. *Power in the Pulpit: How to Prepare and Deliver Expository Sermons*. Chicago: Moody Press, 1999.

Duduit, Michael, ed. *Handbook of Contemporary Preaching*. Nashville: Broadman Press, 1992.

## Course Requirements

Students are required to do the following assignments:

1. Submit a weekly, one-page, single-spaced typed **Response** to the chapters in *Handbook of Contemporary Preaching* beginning **January 27** and following the schedule listed below. The content of the **Weekly Chapters Response** should include:
  - [a]. A brief summary of the contents of the chapters.
  - [b]. A description of the applications and/or implications contained in the chapters for preaching.
  - [c]. A summary of at least two (2) preaching (proclamation) insights for your own pulpit ministry gleaned from the chapters.

### Schedule of **Weekly Responses**:

January 27.....A Theology of Preaching, Al Mohler  
Preparing the Preacher, Frank Pollard

February 3.....Preaching in Historical Perspective, Bill Leonard  
The Preaching Tradition, Michael Duduit

February 10.....Preaching and Hermeneutics, David Dockery  
Expository Preaching, Paul Borden

February 24.....Textual Preaching, Al Fasol  
Topical Preaching, Francis Rossow

- March 3.....Doctrinal Preaching, Timothy George  
Narrative Preaching, Calvin Miller
- March 10.....Methods of Preparation, Joseph Byrd  
Outlining the Sermon, Hugh Litchfield
- April 7.....Introducing the Sermon, Lloyd John Ogilvie  
Concluding the Sermon, Brian Harbour
- April 21.....Illustrating the Sermon, Stephen Brown  
Application in the Sermon, James Earl Massey
- April 28.....The Voice in Preaching, Joel Gregory  
The Visual in Preaching, Roy DeBrand
- May 5.....The Role of Preaching in Ministry, John Huffman  
Preaching and Evangelism, Ken Hemphill

2. Submit a typed, single-spaced **Proclamation Project** on one of the following New Testament Epistles: **Philippians, James, I Peter, or I John**, consisting of the following:

- [a]. **Proclamation Theology Section.**  
Write a Theology of Biblical Proclamation, approximately 3 pages in length, which gives biblical references (2-5 references per topic), discussing the following topics:  
(1). The Call to Biblical Proclamation  
(2). The Source of Biblical Proclamation  
(3). The Nature of Biblical Proclamation  
(4). The Qualifications of the Biblical Proclaimer  
(5). The Role of the Holy Spirit in Biblical Proclamation
- [b]. **Sermon Study Section.**  
(1). Introduction to the book, (2-3 pages), including historical context or setting, author, date, major theological themes, and the value of the book for preaching.  
(2). Personally developed, **one-page outline** of the book.  
(3). Personal **study notes** on each chapter of the book (not to exceed 10 pages).
- [c]. **Sermon Development Section.**  
(1). Five (5) **sermon briefs**, one from each chapter of the book (2 from one of the chapters in Philippians). Texts may or may not include the entire chapter, but must be at least three (3) Scripture verses in length.  
(2). One full **sermon manuscript** developed from one of the five sermon briefs. The sermon manuscript is not to exceed six (6) pages.

**Proclamation Project Format:** The preaching project should be prepared in a three-ring notebook with each section and the required components clearly identified. A cover page (Turabian form), is to be included. Information regarding the development of the personal **study notes** component will be given in class and also is provided in Vines and Shaddix, 96-125. **The student must submit a bibliography (Turabian form) of at least six (6) commentaries, three (3) biblical background sources, and three (3) additional sources (journal articles, periodicals, or internet sites).** Direct quotes must be footnoted (Turabian form). **THE PROCLAMATION PROJECT IS DUE AT 8:00 A.M. ON APRIL 14, 2015.**

**This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to the syllabus and this rubric.**

3. Take a **Midterm Exam** and a **Final Exam**. The Midterm Exam is **March 19, 2015, 8:00 - 9:20 a.m.** and will include class lectures and the material from Vines and Shaddix, Parts 1 and 2. The Final Exam will be **May 12, 2015, 8:00 a.m. - 10:00 a.m.** and include class lectures following the Midterm and Part 3 of Vines and Shaddix.

4. Submit **Reading Reports** for the Vines and Shaddix textbook *Power in the Pulpit* over the three major sections of the book. **Part 1** pp. 17-87 due **February 19**. **Part 2** pp. 89-226 due **March 19**. **Part 3** pp. 227-356 due **May 7**.

## Evaluation

All course objectives will be evaluated through the grading of the course assignments and examinations. Student participation and conduct in class and small-group discussions will also be factors in evaluation and grading.

The student's final grade will be determined as follows:

1. Chapter Responses	20%
2. Preaching Project	35%
3. Midterm Exam	20%
4. Final Exam	20%
5. Reading Reports	5%

## Absences, Make-up Work, and Late Assignments

Students should consult the current NOBTS Catalogue for the Seminary policy on class absences. When emergencies exist, the student may petition the Academic Advisor for permission to remain in class with excessive absences. Students also are reminded that being tardy to class can result in absences being recorded (three times tardy will be recorded as one class period absence) and that students, **not the professor**, are responsible for having their presence in class recorded on the class roll when they are tardy in attendance.

Assignments are due at the beginning of the class period on the day due. Those assignments turned in past the date and time due will incur a late penalty of **ten** points, which will be deducted from the assignment grade. **Assignments will not be accepted more than one week past the date due** without permission.

**Note: The class will not meet on Tuesday, February 17 (Mardi Gras) and the week of March 23-27 (Spring Break).**

## Selected Bibliography

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- \_\_\_\_\_. *Prayerful and Powerful Pulpits*. Grand Rapids: Baker Book House, 1994.
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- Corley, Bruce, Steve Lemke, and Grant Lovejoy, eds. *Biblical Hermeneutics*. Nashville: Broadman & Holman, 1996.
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- Larson, Craig Brian, ed. *Interpretation and Application*. Peabody, MA: Hendrickson Publishers, 2012.
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### History of Preaching

- Dodd, C. H. *The Apostolic Preaching and Its Developments*. Reprint. Grand Rapids: Baker, 1980.
- Fant, Clyde E., Jr. and William M. Pinson, Jr. *20 Centuries of Great Preaching: An Encyclopedia of Preaching*. Waco: Word Books, 1971.
- Holland, DeWitt T. *The Preaching Tradition: A Brief History*. Nashville: Abingdon, 1980.
- Larsen, David L. *The Company of Preachers: A History of Biblical Preaching from the Old Testament to the Modern Era*. Grand Rapids: Kregel Publications, 1998.
- Wiersbe, Warren W. *Listening to the Giants*. Grand Rapids: Baker, 1980.
- Wilson, Paul Scott. *A Concise History of Preaching*. Abingdon, 1992.

### Theology and Philosophy of Preaching

- Akin, Daniel L., David L. Allen and Ned L. Mathews, eds. *Text-Driven Preaching*. Nashville: B & H Academic, 2010.
- Allen, David L. and Peter Lumpkins, eds. *Preach the Word! A Collection of Essays on Biblical Preaching in Honor of Jerry Vines*. Carrollton, GA: Free Church Press, 2013.
- Allen, O. Wesley, Jr., ed. *The Renewed Homiletic*. Minneapolis: Fortress Press, 2010.
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**SERMON BRIEF**  
Rhetorical Sermon Outline

Name:

Assignment:

Date Due:

**A. Foundational Elements**

1. Sermon Title (in quotation marks; headline capitalization style):
2. Text:
3. Subject (in one or two words--or as a short phrase):
4. ETS (Essence of the Text in a Sentence--state in the past tense):
5. ESS (Essence of the Sermon in a Sentence--also called the Proposition; do not state in the past tense):
6. OSS (Objective of the Sermon in a Sentence--state in terms of what hearers will **do** as a result of this sermon):  
Hearers will...

**B. Formal Elements**

Introduction

Body (**Functional Elements**: Explanation, Illustration, and Application under each major point--not essential for sermon brief but necessary for sermon manuscript)

I.

- 1.
- 2.

II.

- 1.
- 2.

III.

- 1.
- 2.

Conclusion

**C. Notes**

1. The number of points may vary within the formal elements from the numbers shown above.
2. All main points (i.e., I, II, etc.) in the sermon body outline must be referenced to the text (e.g., I. The Motive of Salvation, John 3:16a; II. The Means of Salvation, John 3:16b).
3. Write all sermon body main points in headline capitalization style (e.g., The Motive of Salvation). Write all lesser points under the main points in sentence capitalization style (e.g., The personal motive).

## **GRADING RUBRIC FOR EMBEDDED ASSIGNMENT**

### Section 1: Personal Observations of the Text

- 0 1 2 3 4 – Paraphrase demonstrates familiarity with multiple English translations
- 0 1 2 3 4 – Apparent CIT expressed concisely in 3<sup>rd</sup> person and past tense
- 0 1 2 3 4 – Apparent emphases reflect macro context of the Bible book
- 0 1 2 3 4 – Initial questions demonstrate curiosity and are numerous and appropriate

### Section 2: Critical Study of the Passage

- 0 1 2 3 4 – Background of the book discusses options for authorship, date, place, historical/cultural content, recipients, genre, purpose, theological framework, and relation of passage to context
- 0 1 2 3 4 – Analysis of major issues reflects internal/external evidence and primary/secondary sources
- 0 1 2 3 4 – Personal positions are supported by evidence, analysis, and/or critical thinking
- 0 1 2 3 4 – Content reflects at least 4 critical background commentaries
- 0 1 2 3 4 – Factual outline is three-levels deep, tied directly to the passage, indicates chapter and verses, and reflects literary context of the text
- 0 1 2 3 4 – Exegesis examines individual verses by major clauses, phrases, and/or words
- 0 1 2 3 4 – Exegetical outline reflects syntactical/grammatical/linguistic analysis, significance of ideas in context, and is directly related to the factual outline and author's intended purpose

### Section 3: Resulting Interpretation of the Passage

- 0 1 2 3 4 – Final paraphrase reflects exegetical and critical analysis of previous section
- 0 1 2 3 4 – Final CIT expressed concisely in 3<sup>rd</sup> person and past tense, and is accurate to the passage
- 0 1 2 3 4 – Final major emphases are related directly to the passage
- 0 1 2 3 4 – Answers to the initial questions are related directly to the passage and/or acknowledged as not answered by this particular passage
- 0 1 2 3 4 – Hermeneutical principles listed are appropriate for this passage
- 0 1 2 3 4 – Hermeneutical principles are tied to references to specific texts
- 0 1 2 3 4 – Message implications, sermon themes, and possible applications are appropriate
- 0 1 2 3 4 – Message implications, sermon themes, and possible applications reflect use of devotional and pastoral commentaries

### Selected Bibliography

- 0 1 2 3 4 – Includes at least 4 critical commentaries
- 0 1 2 3 4 – Includes at least 3 homiletical commentaries
- 0 1 2 3 4 – Includes at least 1 devotional commentary, 1 Testament survey, 1 Bible dictionary, and 1 systematic theology
- 0 1 2 3 4 – Includes at least 1 online source
- 0 1 2 3 4 – Includes at least 1 Bible encyclopedia
- 0 1 2 3 4 – Includes at least 3 word study/language tools

### Grading Scale Criteria

- 4 -- Exceptional quality, demonstrating superior workmanship and scholarship in exegesis of the passage; demonstrates specific, accurate and relevant use of class textbook and course concepts; reflects thoughtful consideration and addresses specific issues appropriately, constructively, and relevantly; follows syllabus instructions and format of the example; work submitted on time
- 3 -- Better quality than the class average; demonstrates that every detail of the assignment has been given careful attention; follows syllabus instructions and format of the example; work submitted on time
- 2 -- Met the requirements satisfactorily; demonstrates a quality at least comparable to the class average; follows syllabus instructions and format of the example; work submitted on time
- 1 -- Low passing; below the quality of the class average; student is not prepared for advanced work
- 0 -- Unsatisfactory work; reflects little or no use of specific references to class textbook and course lectures; resources are too few, or only devotional and general in nature